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ent and teacher: Use this cover sheet for mailing or faxing.

ENGLISH 10-2

Response Booklet 4 (September 2002)

FOR STUDENT USE ONLY	
<p>Date Submitted:</p> <p>_____</p> <p>Time Spent on Unit:</p> <p>_____</p>	<p>(If label is missing or incorrect)</p> <p>File Number:</p> <p>_____</p> <p>Unit Number:</p> <p>_____</p>

FOR ADLC USE ONLY	
Batch Number:	<hr/>
Assigned To:	<hr/>
Graded By:	<hr/>
Grading:	<hr/>
Date Unit Received:	

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Apply Label Here

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Please verify that preprinted label is for correct course and unit.

Teacher's Comments:

Teacher

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When you are registering for distance learning courses, you are expected to submit Response Booklets for correction regularly. Submit each Response Booklet as soon as you have completed it. Do not submit more than one Response Booklet in one subject at the same time. Before submitting your Response Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover completed and the correct course label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Response Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Response Booklet to the post office and have it weighed. Attach sufficient postage and seal the envelope. Response Booklets will travel faster if sufficient postage is used and if they are in envelopes that do not exceed two centimetres thickness.

FAXING

1. Response Booklets may be faxed to the Alberta Distance Learning Centre. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

Response Booklets may be e-mailed to the Alberta Distance Learning Centre. Contact your teacher for the appropriate e-mail address.

English 10-2

Response Booklet 4

Advice:

Your marks on this module will be determined by your success on the assignments in this booklet. Your answers indicate your understanding of the course.

- Before attempting to answer the assigned questions, please be sure you have read all the relevant directions and instructions in the course materials.
- Proceed **slowly** and **carefully** through the assignments.
- If you encounter difficulties, review the pertinent section notes.
- If you are still having problems, please contact the course teacher at the Alberta Distance Learning Centre for assistance.
- The marks possible for each individual exercise is indicated.
- Good luck in your studies!

Warning:

- Failure to complete all questions and/or poor responses due to obvious lack of effort may result in your teacher returning the Response Booklet marked “incomplete”. No grading will be awarded until such exercises are completed to the teacher’s satisfaction.
- Discussing various aspects of the course with others is encouraged, but all work submitted should be your own.
- **If the final exam score is vastly different from the average Score of the units, the teacher has the discretion to assign a final mark based solely on the examination results.**

Our Pledge to You:

Everyone at the Alberta Distance Learning Centre is committed to helping you achieve your educational goals. We happily assist students who are sincere in their desire to learn. We may be reached by phone, fax, e-mail, voice mail, postal mail, or in person.

Any journey consists of single steps; you have taken another by enrolling in this course. We want to help you successfully reach your destination.

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The address is as follows:

<http://www.adlc.ca>

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Unit 4: Media Influences–Shaping My Viewpoint

Students are expected to

1. complete all assignments,
2. place a check mark or your initials in the “Completed” column in the chart below to ensure each assignment is in the Response Booklet,
3. sign the declaration underneath the chart.

Assignment Description	Completed	Points Possible	Score
1. Section 1: Summarizing Information in an Article		10	
2. Section 2: Evaluating a Web site		5	
3. Section 3: Writing a Promotional Paragraph		<i>Omit</i>	<i>Omit</i>
4. Performing a Script		20	
5. Section 5: Writing a Letter of Complaint		20	
6. Section 6: Film Terms Quiz		10	
7. Making a Storyboard		15	
8. Final Section: Journals		10	
9. Vocabulary Log		5	
10. Mechanics Pit Stop		5	
Total Score		100	%

I have checked to see that all the required assignments are completed.

(Date)

(Student's Signature)

Please note that space for *Journal Entries* is included on pages 22, 23, and 24 of this Response Booklet.

Value
10

Section 1: Specialty Channels on Television

Assignment 1: Summarizing Information in an Article

"Tuning in to Aboriginal TV"	
First Paragraph - Focus of article	<ul style="list-style-type: none"> • Sept. 1999 • launch of APTN (Aboriginal Peoples Television Network) • 3 hr. celebration with speeches, storytellers, singers, dancers in traditional dress
Developing Paragraphs	<ul style="list-style-type: none"> • took over 20 years to convince media powers it was necessary • dedicated to programming by, for, and about Aboriginal peoples • documentaries, news magazines, dramas, entertainment specials, children's series, cooking shows, educational shows

Continue the chart. List details about the following programs on p. 133 in *Crossroads*.

"Tuning in to Aboriginal TV"	
Developing Paragraphs	<ul style="list-style-type: none"> • <i>Our People</i> • <i>Spirit of the Land</i> and <i>Tribal Journeys</i> • <i>Takuginai</i> • <i>Qaujjisaut</i> • Programs in English (60%), French (15%), Native languages like Cree, Mi'kmaq, Ojibwa, Inuktitut (25%)

List five more details in point form on page 134 of *Crossroads*.

"Tuning in to Aboriginal TV"	
Developing Paragraphs	<ul style="list-style-type: none">•••••
Concluding Paragraphs	<ul style="list-style-type: none">• Aboriginal people have felt underrepresented and misrepresented in the past• Canadian audiences will benefit from Aboriginal programming

Section 2: Internet Web Sites

Value
5

Assignment 2: Evaluating a Web Site

Complete the following chart.

Web site URL:						
Name of web site:						
Name of author/organization:						
	Web Site Analysis Criteria	1	2	3	4	5
Design	Site is easy to navigate, links are clearly labelled.					
	Site uses graphics and colour effectively.					
	Site is engaging and interactive.					
Technical Elements	All links work.					
	Icons are helpful.					
	Information and graphics load quickly.					
	An alternative text page is offered when heavy graphics or frames are used.					
Content	Information is useful and relevant.					
	The reading level and writing style are appropriate.					
	Links to other resources are included.					
Credibility	Site has up-to-date information.					
	Author has appropriate credentials.					
	Content does not show bias.					
What are the strengths of this web site?						
What are the weaknesses of this web site?						
What suggestions do you have for improving this web site?						

Assignment 3: Writing a Promotional Paragraph has been deleted.

Value
20

Assignment 4: Performing the Script

Prepare and perform the “Bad Driving” script. Work with partners (classmates, friends, siblings, or parents) to produce the best performance possible, but **you must take the role of Dougie**.

See the checklist on page 52 of *Reading and Writing for Success* under the heading “Checklist: Performing a Dialogue” to help you prepare your performance.

Tape your performance on audio cassette or videotape. See pages 240 and 252 of *Reading and Writing for Success* for tips on taping your performance. Send your tape with this **Response Booklet**.

Use the form on the next page to evaluate your performance.

Self-Evaluation Form – “Bad Driving” Script Reading

Student: Please complete this.

Red portrayed by _____

Dougie portrayed by **YOU**

Harold portrayed by _____

Interpretation	Excellent	Good	Fair
• The scene was introduced effectively.			
• A humorous mood was created.			
• Characters were creatively played.			
• Humour was enhanced by performances.			
• The punch line was effectively delivered.			
Delivery	Excellent	Good	Fair
• Words were pronounced accurately.			
• Lines were delivered smoothly and at a suitable pace to fit the mood.			
• Volume and breathing were controlled and even.			

Areas of strength: Things I did well in this script reading are...

Areas for improvement: Things I can improve in my future script readings are ...

Teacher-Evaluation Form – “Bad Driving” Script Reading

Teacher: Please complete this.

Red portrayed by _____

Dougie portrayed by _____

Harold portrayed by _____

Interpretation <ul style="list-style-type: none"> • The scene was introduced effectively. • A humorous mood was created. • Characters were creatively played. • Humour was enhanced by performances. • The punch line was effectively delivered. 	Excellent 	Good 	Fair
Delivery <ul style="list-style-type: none"> • Words were pronounced accurately. • Lines were delivered smoothly and at a suitable pace to fit the mood. • Volume and breathing were controlled and even. 	Excellent 	Good 	Fair
Areas for improvement: The things the student can improve in the next script reading are...			
Areas of strength: The things the student did well in this script reading are...			

	Possible	Received
Self-Evaluation	10	
Teacher Evaluation	10	
Total	20	

Section 4: Television Programming: Is It Good or Bad?

* Assignments in this section are Vocabulary Log and a *Journal Entry*.

Section 5: Expressing Your Views in a Business Letter

Value
20

Assignment 5: Writing a Letter of Complaint

Use the following planning chart to help you plan a letter of complaint about some aspect of television programming.

Planning Chart for Letter of Complaint	
Type of complaint	
Three reasons supporting your position or three ways to improve programming	1. 2. 3.
Opening Statement	
Concluding Statement	

Expectations for a Letter of Complaint

Thought and Detail <i>The student...</i>		Writing Skills <i>The student...</i>	
5	Excellent <ul style="list-style-type: none"> plans with accuracy and precision presents a compelling argument 	5	Excellent <ul style="list-style-type: none"> chooses precise words and structures creates writing free of mechanical errors uses letter format precisely
4	Proficient <ul style="list-style-type: none"> plans with accuracy presents a convincing argument 	4	Proficient <ul style="list-style-type: none"> chooses effective words and structures creates writing nearly free of mechanical errors uses letter format accurately
3	Satisfactory <ul style="list-style-type: none"> plans with some accuracy presents an effective argument 	3	Satisfactory <ul style="list-style-type: none"> chooses adequate words and structures creates writing generally free of mechanical errors uses format with near-accuracy
2	Limited <ul style="list-style-type: none"> plans with little accuracy presents an argument that is difficult to follow 	2	Limited <ul style="list-style-type: none"> chooses inappropriate or imprecise words and structures creates writing that has many mechanical errors uses letter format with little accuracy
1	Poor <ul style="list-style-type: none"> does not plan with accuracy presents an argument that is confusing 	1	Poor <ul style="list-style-type: none"> chooses confusing or inaccurate words and structures creates writing that has frequent mechanical errors uses inaccurate letter format

	Possible	Received
Planning Chart	5	
Thought & Detail	10	
Writing Skills	5	
Total	20	

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Section 6: Storyboards

Value
10

Assignment 6: Film Terms Quiz

Complete the following quiz.

1. In the space beside each abbreviation in the following list tell what each represents.

- a. CU _____

- b. POV _____

- c. SFX _____

- d. LS _____

- e. VO _____

- f. MS _____

2. For each of the following terms provide a clear explanation of its meaning.

- a. Low Angle: _____

- b. High Angle: _____

- c. Tracking Shot: _____

- d. Long Shot: _____

Assignment 7: Making a Storyboard

- Complete one of the storyboard assignments: A B C (Circle one.)
- Include directions for camera shots, action, sound effects, and music .

Examples are shown in *Crossroads*, pp. 148-152.

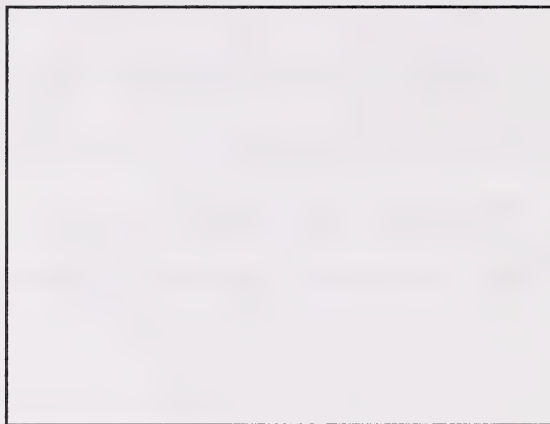
Title of Film or Short Story: _____

Scene: (Provide background details about the situation within the scene.)

Characters: (Provide details about each character within the scene.)

- Identify the features of the frame.
- Explain how each choice would enhance the scene.

Sketch 1



Camera shots/angles:

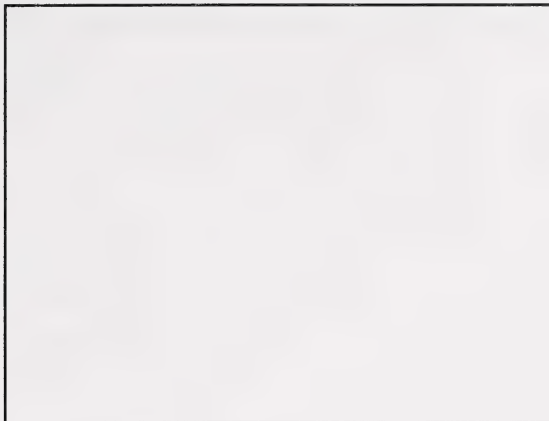
Action: _____

Sound: _____

Music: _____

- Identify the features of the frame.
- Explain how each choice would enhance the scene.

Sketch 2



Camera shots/angles:

Action: _____

Sound: _____

Music: _____

Expectations for a Storyboard

3-5	Proficient	0-2	Developing
	<i>The student...</i> <ul style="list-style-type: none"> • organizes storyboard directions and images well • uses storyboard conventions effectively 		<i>The student...</i> <ul style="list-style-type: none"> • organizes storyboard directions and images poorly • uses storyboard conventions with limited effectiveness • fails to connect images and text

	Possible	Received
Total	15	

Section 7: Connecting Through the Internet

* The assignment in this section is a *Journal Entry*.

Final Section

Assignment 8: Journals

Complete three of five entries.

Complete *Journal Entries*

- 1 on p. 3 - What are Your Viewing Habits?
- 2 on p. 13 - What Makes a Good Driver?
- 5 on p. 35 - Responding to the Article

Omit *Journal Entries*

- 3 on p. 14 - Responding to the Script
- 3 on p. 22 - Responding to the Poems
- 4 on p. 29 - Responding to the Storyboard

Your journal entries should be titled, numbered, and should have your name and file number on each page.

Expectations for *Journal Entries*.

4-5	Proficient	0-3	Developing
	<i>The student...</i> <ul style="list-style-type: none"> provides perceptive thoughts includes clearly detailed content maintains a consistent voice throughout organizes ideas clearly 		<i>The student...</i> <ul style="list-style-type: none"> lacks clear thought provides inadequate content lacks consistency in voice fails to organize ideas

	Possible	Received
Journal Completion	5(x2)	
Total	10	

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Journal Entry 2: What Makes a Good Driver?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Assignment 9: Vocabulary Log

Complete the vocabulary chart. Add two additional words from selections in this unit.

Vocabulary list word	Meaning	Synonym
triumphant		
documentary		
freelance		
ventures		
precautions		
commentators		
teem		
miser		

Expectations for Vocabulary Log

3-5	Excellent	0-2	Developing
	<i>The student...</i> <ul style="list-style-type: none"> provides definitions that are precise and complete provides precise synonyms consistently 		<i>The student...</i> <ul style="list-style-type: none"> provides definitions that are inaccurate or incomplete provides inappropriate synonyms

	Possible	Received
Vocabulary Log	5	
Total	5	

Assignment 10: Mechanics Pit Stop

Complete the following assignment to demonstrate your learning.

1. Write what each of the following abbreviations represents.
 - a. NB

 - b. RCMP

 - c. kg

 - d. U. S. A.

2. Give the abbreviation that is used for each of the following.
 - a. Ontario

 - b. National Hockey League

 - c. Prime Minister

 - d. Street

3. List three examples of colloquial language from Dougie's last speech on page 139 of *Crossroads* in the "Bad Driving" script.
 - a.

 - b.

 - c.

	Possible	Received
Mechanics Pit Stop	5	
Total	5	

You are ready to celebrate your achievements, and send your work for grading.
You can proceed to *Unit 5: Identity—Establishing My Values—Looking Within*.

End of Response Booklet 4

